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ABSTRACT

This seven-part guide provides a framework for use in planning, developing, and implementing an evaluation for a tutoring program. Part I provides a brief introduction to the value of evaluating a tutoring program. Part II advises readers first to determine the purpose of their evaluation and the kinds of information to be examined, to consider their audience, and to specify the goals of the evaluation. Three phases of the evaluation process are described and relevant questions to be answered at each phase are posed. Part III describes how to conduct a qualitative evaluation for a tutoring program. A project evaluation matrix is included that poses evaluation questions, explains the documentation needed for each question, and lists the person responsible and the date of the documentation. Part IV discusses how to conduct a quantitative evaluation for a tutoring program, and includes sections on choosing the information to examine, selecting the evaluation design, choosing the evaluation participants, and collecting and analyzing the data. Part V focuses on reporting the evaluation findings through both narrative and visual information. Part VI addresses the issue of planning for future evaluation. Part VII presents a conclusion and includes a table that summarizes the essential components of a tutoring program evaluation. A number of relevant forms and materials are appended. (NB)

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Evaluation Guide for Tutoring Programs

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The National Dropout Prevention Center is a partnership among concerned leaders who represent educational and policy interests, business and Clemson University, created to reduce America's dropout rate. The Center is committed to meeting the needs of youth in at-risk situations by shaping school environments to ensure that all youth receive the quality education to which they are entitled.

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EVALUATION GUIDE FOR TUTORING PROGRAMS

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MYRIAM SEOANE

NOVEMBER 1992

A Publication of the National Dropout Prevention Center

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As a result of her work with the Visions for Youth program, Carol believes that evaluation is a tool to help improve programs and services which are delivered in local communities. In addition, she maintains that developing the capacity and skills to evaluate what one is doing transforms program and service deliverers into empowered problem solvers.

Myriam Seoane received a Bachelor of Arts degree in Elementary Education from Clemson University. She presently holds two masters degrees–one in Elementary Education and the other in Guidance and Counseling Services. She was a Graduate Research Assistant at the National Dropout Prevention Center for three years. In her final year at the Center, Myriam worked on the evaluation of a local cross-age tutoring project. Myriam is currently a teacher in Atlanta.

Preface

Although we could see it with our eyes and feel it in our bones that the Adopt-a-Cub cross-age tutoring project was a success for both students and tutors, we soon found that we needed to be able to prove to potential supporters–both moral and financial–that this was really the case. Where and how to start? We were lucky. We had the personal interest of the National Dropout Prevention Center, the Colleges of Education and Liberal Arts, and Visions for Youth at Clemson University who recognized the potential in our project, and had the expertise and financial support to assist in this seemingly overwhelming task. With their guidance, an evaluation of our program was conducted. The results provided hard data in addition to the anecdotal information we had compiled from our tutors and supervisors to give us the boost we needed to get community support. As a result of this evaluation, we were able to obtain additional funding from our community's organizations and the state of South Carolina. We even received further recognition by the White House in May of 1992 as the 765th Point of Light.

As a result of this experience, it was evident that there was a great need for an evaluation guide for the many tutoring programs springing up all over this country. Not only would such a guide give program coordinators the advantage of professional expertise that Adopt-a-Cub had in obtaining both financial and in-kind support, but also it would help them design a better program. Because evaluations make you aware of what is right and what is wrong with your program, you can then enhance the good parts and correct the bad parts.

This guidebook is a concrete result of experiences with the evaluation processes used in Adopt-a-Cub and other tutoring programs. It contains everything you need to know about such an evaluation and provides you with all the checklists and forms that you will need. We know you will find it an invaluable tool as you begin or continue your tutoring project.

Bill Wilson, Coordinator
Adopt-a-Cub Program
D.W. Daniel High School

Marty Duckenfield
National Dropout Prevention Center
November 4, 1992

PART I

Introduction: Why Evaluate?

If you are about to implement a tutoring project or if you began a program last year and are considering expanding it, you would be wise to plan to evaluate your program. Why is it wise to evaluate a tutoring program?

Evaluation of a tutoring program will help in planning, implementing, and developing the program. It provides an opportunity to examine both the strengths and weaknesses of the tutoring program and provides valuable feedback for improving the services provided. Decisionmakers need to know if the program objectives have been met or to what degree program objectives have been met before deciding if the program should continue or needs to be changed. Decisions may be based on both formal and informal evaluation of the program.

Many tutoring programs rely on outside funding and have a pressing need to demonstrate that the program is beneficial and is achieving its objectives. Additional funds may become available after an evaluation proves the program is effective in meeting its objectives. Evaluating a tutoring program will help answer questions like the following:

- **Is this tutoring program effective?**
- **Can this tutoring program be improved? How?**
- **How does this tutoring program help the community?**

The purpose of this guide is to provide a framework for project staff in planning, developing and implementing a useful evaluation for a tutoring program. Although this guide is not developed for use by an external evaluator, it may be helpful in bridging any communication gap between project staff and an outside evaluator of the project.

PART II

Overview

Before actually beginning, determine the purpose of the evaluation which will determine the kinds of information that need to be examined. In addition, the audience that will be reviewing the results must be considered. After determining the purpose and the audience, specify the goals of evaluation. The goal(s) of the evaluation of a tutoring program might be to answer one or more of the following questions:

- **Is the tutoring program achieving its goals and objectives?**
- **How can the program improve its services?**
- **What lessons have been learned by implementing this program?**
- **How can it be proven that the program is beneficial and worthy of funding?**

The question(s) to be answered by the evaluation will determine if the evaluation design will be qualitative, quantitative, or a combination of the two. Qualitative evaluation attempts to understand how program participants are thinking and feeling so that a perspective of the program from the user's viewpoint can be obtained. Qualitative evaluation is especially helpful in answering questions about how to improve services and what lessons were learned. Qualitative data can also provide very powerful answers concerning the benefits, worthiness for funding, and how well the program is achieving its goals and objectives.

Quantitative evaluation emphasizes numerical facts about the effectiveness of the program in reaching its goals and objectives. Funders are often very definite about their desire to examine what they refer to as the "bottom line" concerning a program. What is the cost/benefit ratio for participants? This information is best obtained through quantitative methods.

A combination of qualitative and quantitative methods would be best for evaluating most tutoring programs. For either qualitative or quantitative evaluation, several essential steps must be taken before the evaluation can be conducted. The first step is to design a framework for managing the evaluation. Identify the major phases of the evaluation and outline the specific steps within each phase that are important to the evaluation. An example follows.

Phase 1: Context and Baseline Assessment

The first phase of the evaluation might collect information to describe the environment or context of the school and community just prior to the beginning of the tutoring program and to assess the need for the program. Baseline data might be gathered during phase 1 of the evaluation which includes answers to the following questions:

- What is the skill level of students before the beginning of the tutoring program?

- What are the concerns of the teachers and parents about children's achievement in school?
- How many children are retained in each grade level?
- How many children have below average grades?
- How many discipline referrals were made in the previous year for each grade level?

Phase 2: Program Implementation

The second phase of the evaluation might focus on the implementation of the program. This phase of the evaluation is helpful in determining how to improve the program. The following questions might be the focus of the second phase of the evaluation:

- What worked well and what didn't work so well within the tutoring program?
- What were the problems?
- What response was made to the problems?
- How many volunteers were involved as tutors?
- How much and what kind of training did the tutors receive?
- What other kinds of training were needed?
- How well did various parts of the program (for example, tutors, teachers, parents) communicate?
- What important lessons were learned about tutoring programs?

Phase 3: Impacts

The third phase of the evaluation might focus on determining the outcomes of the tutoring program for the students involved. This phase of the evaluation might gather information to answer the following questions:

- What effect did the program have on grades?
- What effect did the program have on school attendance?
- What effect did the program have on grade retention?
- What effect did the program have on discipline referrals?
- What effect did the program have on self-esteem?

- What effect did the program have on homework behavior?
- What effect did the program have on children's goals?

The above example illustrates why a combination of both qualitative and quantitative methods for evaluating a tutoring program are helpful. Although a particular phase may seem to emphasize one type of data over another (for example, qualitative in phase 2 and quantitative in phase 3), there is not a clear delineation of type of data for each phase. Both kinds of information are helpful to answer the questions in all three phases.

Ideally, an objective outside evaluator would be employed to conduct the evaluation. Employing an outside evaluator can be an expensive undertaking, especially for programs that are working on limited or small budgets. However, there are other alternatives. Program staff can conduct a useful evaluation if it is well-planned and well-executed. This manual should be helpful for program staff in conducting an evaluation of a tutoring program.

One essential step that must be completed before collecting evaluation information is to secure permission, through informed consent, for participants to take part in the evaluation. Legally, permission must be obtained, especially if the participants will be administered any assessment instruments. Because of the 1974 Family Education Rights and Privacy Act, also called the Buckley Amendment, it is essential that anyone conducting an evaluation which involves children first describe and explain the evaluation to parents. Permission from parents must be secured for students to participate in the evaluation. This permission slip should:

- Use wording that is understandable to the parents.
- Tell the parents exactly what the evaluation involves by describing the following:
  a. purpose,
  b. procedures,
  c. any risks to loss of confidentiality,
  d. safeguards to be used to protect the child's anonymity and confidentiality, and
  e. expected duration of the child's participation.
- Include an invitation for the parents to ask any questions at any time about the evaluation and its procedures.
- Tell the parents that participation is voluntary and that they may refuse to participate. Further, state that upon participating, parents may withdraw, or be withdrawn, from the evaluation at any time without jeopardizing the quality of the tutoring to be given or the interest the tutor has in the child.

- Provide a statement that grants permission for the child to participate in the evaluation.
- State that the information obtained will only be used for the purpose of evaluating the program.
- Include a signature block for each of the following:
  a. parent,
  b. witness, and
  c. evaluator.
  Include one date block for the group of signatures. Include an initial block at the bottom of each page for the parent's initials (except for the last page where the signature(s) are obtained). In the case of minors, both parents or an appropriate guardian must sign and the relationship to the minor must be stated underneath the signature. If both parents' signatures are not available, an explanatory statement must be included. It is optional as to whether or not a minor over the age of seven shall be asked to sign.

An example of a consent form for use in a tutoring program is included in the Appendix. The form may be copied and used as it appears in the Appendix or it may be adapted as needed for a particular program.

Since the Buckley Amendment also stresses privacy, evaluators must design and implement ways to code all information about participants. Names should be removed immediately from documents and replaced with the code assigned to each participant so that individual privacy can be assured. A master list of codes assigned to participants should be kept in a secure place which is accessible to only one or two people to minimize the risk of loss of confidentiality.

PART III

How to Conduct a Qualitative Evaluation for a Tutoring Program

The following list identifies some of the materials and tools needed to conduct a qualitative evaluation of a tutoring program. Some evaluations will require more materials and tools than others, depending upon the particular evaluation needs of the program:

- notebook or index cards for observation notes,
- camera,
- tape recorder,
- a camcorder and VHS machine, and
- *Evaluation Guide for Tutoring Programs.*

Determine what major questions are to be answered by the evaluation. The major questions for a qualitative evaluation should help identify the lessons that were learned about planning and conducting this particular program. These major questions will probably be related to the program goals and objectives; however, for a qualitative evaluation, there may not be a one-to-one correspondence with program goals and objectives. Once the major questions are identified, refining the major questions with subquestions is useful. After all the major questions and subquestions are identified and refined, assign each question to the appropriate phase of the evaluation. Major questions and subquestions for a tutoring program evaluation might include those in the following example:

Example:

1. *What was learned about identifying children who can benefit from tutoring?*
   a. *How were children identified for the program?*
   b. *Which children benefited most from the program?*
   c. *Which children benefited least from the program?*
   d. *Were any children overlooked?*
   e. *Did the method of identification affect participation? In what ways?*
2. *What was learned about enablers and barriers to program implementation?*
   a. *What events, people, policies, procedures enabled implementation of the program?*
   b. *In what way did each enabler identified above facilitate program implementation?*
   c. *What events, people, policies, procedures created barriers to program implementation?*
   d. *In what way did each barrier interfere with program implementation?*
   e. *What response was made to each barrier?*

3. *What was learned about the effectiveness of the program components?*
   a. *What were the program components?*
   b. *How did each program component operate?*
   c. *Were any additional components added to the program?*
   d. *What effect did the changes have?*
   e. *Could any of the program components be eliminated with little or no effect on the children?*
   f. *What effect did the staffing pattern have on the program's success?*
   g. *What effect did staff training have on the program's success?*
   e. *How were the children transported?*

4. *What was learned about the intended and unintended impacts on children?**
   a. *What impact did the program have on goal setting?*
   b. *What impact did the program have on grades?*
   c. *What impact did the program have on retention?*
   d. *What impact did the program have on discipline referrals?*
   e. *What impact did the program have on homework behavior?*
   f. *What impact did the program have on classroom behavior?*
   g. *What impact did the program have on school attendance?*
   h. *Were any unintended positive impacts identified?*
   i. *Were there any unintended negative impacts identified?*

*Quantitative information (for example, change in grades) is often embedded in or needed to answer a qualitative question.

The following matrix suggests additional questions and shows how each question could be answered, by whom, and by when.

Project Evaluation Matrix*

Evaluation Question	Documentation Needed	Person Responsible	Date of Documentation
1. Have pre-project benchmarks been established? a. skill level of children b. concerns of teachers and parents about children's school achievement c. grade retention d. grade point averages e. discipline referrals f. self-esteem g. goal setting	Tests results, Survey results, Grade retention records, Grade point averages, Discipline referrals Self-esteem ratings Lists of children's goals	School Counselor Project Evaluator Teachers & Parents	July 1
2. Have project goals and objectives been determined?	Written goals and objectives	Project Director	August 1
3. Have strategies been developed to meet project goals and objectives	Work scope for project Description of strategies	Project Director	August 15
4. Has a Project Advisory Committee been formed?	List of Advisory Committee members	Project Director	August 15
5. Has the Advisory Committee reviewed project goals, objectives, & strategies?	Revised work scope, minutes, results of recommendations	Project Director	September 1
6. Has a calendar been developed?	Calendar of project events	Project Director	September 15
7. Is there a staffing plan?	Job descriptions, list of personnel, and assignments	Project Director	September 15
8. Have initial participants been identified?	List of initial participants	Project Director	October
9. Have project staff (volunteers) been identified?	List of volunteers and signed contracts	Project Director	October
10. Have families been supported to work with children at home?	Record of home visits, list of information provided to families	Project Director	October
11. How much and what kind of training did tutors receive?	Description of staff training content and list of dates training received	Project Director	October
12. Were training materials a. appealing? b. useful? c. effective?	Copies of materials evaluations Assmnt. of attractiveness, etc. Assmnt. of helpfulness, etc. Assmnt. of changes	Project Evaluator	October

Project Evaluation Matrix

Evaluation Question	Documentation Needed	Person Responsible	Date of Documentation
13. What other training was needed?	Description of problems	Project Evaluator	November, February
14. Has curriculum for tutoring been developed?	Copy of tutoring curriculum	Project Director	November
15. Were tutoring materials		Project Evaluator	November
a. appealing?	Assmnt. of attractiveness, etc.		
b. useful?	Assmnt. of helpfulness, etc.		
c. effective?	Assmnt. of changes		
16. Have tutoring program impacts been evaluated?	Attendance logs, tests results, survey results, grade retention records, grade point averages, discipline referrals, self-esteem ratings, lists of children's goals, assessment of change in homework behavior and in-home reading practice, assessment of change in library card holders & users, assessment of change in student and parent engagement, assessment of change in student achievement	Project Director Project Evaluator School Counselor Project Evaluator Teachers & Parents	January March July 1
a. skill level of children			
b. concerns of teachers and parents about children's school achievement			
c. grade retention			
d. grade point averages			
e. discipline referrals			
f. self-esteem			
g. goal setting			
17. What worked well and what didn't work so well within the tutoring program?	Notes from interviews, focus groups, and observations	Project Evaluator	December February June
18. What response was made to problems?	Description of responses	Project Director	January March July
19. How did various parts of the program communicate?	Copy of communications Notes from interviews, focus groups, observations, attitude survey of parent	Project Director Project Evaluator	December February June
20. What important lessons were learned about tutoring programs?	Description	Project Evaluator	December March July
21. Were project results disseminated?	Dissemination plan & schedule	Project Director Project Evaluator	July

*This project evaluation matrix is adapted from work designed by Greg R. Weisenstein, Assistant Dean of Research, College of Education, Clemson University.

After all major questions and subquestions have been identified and assigned to the appropriate phase of the evaluation, their importance needs to be prioritized to assist with assigning resources and determining if completing the full evaluation is possible. When determining the importance of the questions to an evaluation, it is also important to consider the audience that will be reading the final evaluation report. For example, different kinds of information about the lessons learned will be needed by the community, by educators, and by funding sources. Each audience must be considered.

Once the questions have been written, the management plan for the program evaluation can be effectively developed to ensure that all of the questions will be addressed. Determining the evaluation questions and the priority of those questions will guide the decisions about what data will be collected, what aspects of the program will be observed, who will be interviewed, when and how the observations and/or interviews will be conducted, what will be asked or observed, and when and how other data will be collected.

Four elements must be part of the qualitative evaluation. First, the qualitative evaluator must be close enough to the participants and to the program being evaluated to understand the depth and details of what goes on in the program. Second, the evaluator must aim to describe what actually takes place and what people actually say. Third, pure description of participants, activities, and interactions is provided. Fourth, direct quotations from participants, both what they speak and what they write, are recorded as data (Lofland, 1971).

Observations. Information for a qualitative evaluation is obtained primarily from interviews and observations. Observations may be random or systematic, formal or informal, or a combination. The greatest understanding of the program may be gained by designing a combination of random and systematic, formal and informal observations. Formal observing occurs when both the participant and the observer know ahead of time that the observation will take place. Furthermore, the observation may be focused on capturing a description of one or two targeted aspects of the tutoring program, for example, rather than being conducted as an open-ended observation. Informal observation may occur at any time or place within the program. It may be conducted by a nonparticipating evaluator or by an observer who is also participating in the program as either a tutor or as a tutee. Informal observation may either focus on a targeted aspect of the program or be open-ended.

There are many reasons why observation is useful. Observation during tutoring will assist in making an initial assessment of the child's abilities; determining a child's areas of strength and which areas need strengthening; making individual plans for future tutoring sessions based on observed needs; conducting an ongoing check on the child's progress; learning more about the child's development in particular skill areas; resolving a particular problem involving the child during the tutoring session; reporting to parents or specialists in health, speech, mental health; and in gathering information for the child's folder for use in ongoing guidance and placement of the child in school (adapted from Beaty, 1990).

Methods for recording the information from observations vary. Observations may be electronically recorded using a tape recorder or video camera or manually recorded as anecdotal records or as running records. Electronically recorded observations are usually transcribed for later analysis. Anecdotal records are descriptions written some time after the tutoring session has occurred. Running records are notes taken to record as much as possible about an event while it is happening.

The following general guidelines will assist the observer in making and recording useful observations of the tutoring program.

- Make a clear distinction between what is actually seen or heard and conclusions.
- Try to interpret what is observed from the child's viewpoint rather than imposing adult perceptions.
- Draw no conclusions which cannot be positively justified by the actual observation.
- Describe, in writing, the purpose and procedure involved in the observation.
- Adopt a low profile by selecting an unobtrusive vantage point for observing and by sitting rather than standing. Get the tutor's advice on where to sit.
- Information gathered on individuals should be treated confidentially and with respect.
- Take down exact words whenever possible and note exact behavior (i.e., body language).
- Be as objective as possible. Avoid letting personal feelings about the child slant or bias the observation.

The identity of observer and the code name or description and any special characteristics (age of siblings, disability, etc.) of the tutee should be on every sheet used for observation. More specific suggestions for anecdotal records and for running records and examples of each are in the following sections.

Anecdotal Records

1. Write down the anecdote as soon as possible after it occurs.
2. Identify the basic action of the key person and what was said.
3. Include a statement that identifies the setting, time of day, and basic activity.
4. In describing the central character's actions or verbalizations, include the responses or reactions of other people in the situation.

5. Whenever possible note exact words used to preserve the precise flavor of the conversation.
6. Preserve the sequence of the episode.
7. Three levels of action should be included.
   a. the major behavior
   b. the smaller parts of the action within the larger action
   c. how the main action is carried out.
8. Be objective, accurate, and complete.

Example:

An afterschool tutoring program at the Girls and Boys Club involves a variety of educational programs presented when the children arrive. The following occurred during one meeting.

Six children sat around a table while a volunteer from the Drug and Alcohol Abuse Prevention Program presented a program. During the program the children answered various questions and often volunteered information. One nine-year-old child stated that someone had offered some pills to him, telling him it was candy. He refused to take them. He continued to describe a drug sale which occurred just outside his home. None of the other children volunteered firsthand information about drugs.

One six year old had learned what to do if someone came to him, told him his mother had been injured and to get in the car so he could go to her. He said that person would have to tell him the code word or he wouldn't get into the car. He had apparently learned this through a special program at his school.

Following this presentation, the children went to the next room to play educational board games. Two adult volunteers were seated at the table with the children. One of the children, who played with an adult observer, was very pleased to win 2 out of 3 games of Connect Four.

(Note: The tutoring session followed the game time.)

Running Records

1. Describe the scene as it is when the observer begins the running notes.
2. Focus on the subject(s) behavior and whatever in the situation itself affects this behavior. Two cases in which events or conditions removed from the subject need to be considered:
   a. an action or circumstance that would normally impinge on the subject but does not do so in this case;

   b. an action or circumstance that leads to a change in the subject's situation, even though the subject is not initially aware of the change.

3. Be as accurate and complete as you can about what the subject says, does, and responds to within the situation.
4. Put brackets around all interpretive material generated by the observer so that the description itself stands out clearly and completely.
5. Include the "how" for whatever the subject does.
6. Give the "how" for everything done by anyone interacting with the subject.
7. For every action, report all the main steps in their proper order.
8. Describe behavior positively, rather than in terms of what was NOT done.
9. Put no more than one main behavior in a sentence.
10. Put no more than one thing done by a person other than the subject into a single sentence.
11. Do not report observations in terms of the time an event happened, but do mark off predetermined time intervals (one-minute or two-minute intervals, for example).
12. Write in everyday language.
13. Use observational tools whenever possible (tape recorders, cameras, or videotape) and transcribe notes. Time, purpose, and budget will determine what, if any, observational tools you will be able to use and what steps you will take in preparing a final copy of your observations.

Example:

Observation of Tutoring Program at the Community Recreation Center. Most of the participants are in the 3rd grade.

3:30 p.m. *A group of 5 children and 2 adults are seated in three groups in a kitchen with tables and chairs arranged in rows.*

- *Two female children are with one female adult. One female child is reading to the adult, the other female child is reading a book while standing beside the female child who is reading aloud.*
- *A female is seated beside another female adult. The child is cutting out a picture.*

- *One male child is sitting beside a female child at the end of the table.*

3:32 *Male: "You can't do your spelling because you forgot it." (Gets up and walks around.)*

Female: (Working on science homework at the same table) "My mama can call her and get it."

Male: (addressed to group of three) "May I borrow some paper?" (Gets up.)

Female: (4 spaces away) "Here."

Male: "May I go get some water?" (Gets up and leaves room.)

3:34 *Female: Walks up behind adult who is listening to children read with a smile for a hug.*

All other children are continuing to work.

A new female child walks into room and sits beside female adult (with child cutting out picture).

One female child asks, "Did I pass my test?"

Adult answers, "You missed two."

3:36 *Three female children go get journals. One child, however, must leave when parent arrives before she is able to sit and write in her journal.*

3:38 *Male: "I never get to play. I want to play pool." (Up and walking around.)*

Adult: "Those boys aren't going to let you play pool."

Male: "If they're smacked in the mouth." (Sits down again.)

Female: "Come on."

Male: "I can't, I'm not through."

Female: "Well, get through." Child leaves.

Female 1: "Are you going to stay here or go to the playground?"

Female 2: "I'm going to the playground."

Adult: When your friend (tutor) comes in 15 minutes, she'll come and get you.

Female 2: "Bye."

Female 1: "Bye . See you next Thursday." (Small female to the other.) One child leaves for the playground. The other leaves either for another part of the building or to go home.

3:40 *Male: "I need help. How do you spell 'wanted'?"*

Adult: "Let's sound it out." (Adult walks over, sits beside male child, and assists him in sounding out "wanted".)

Male child continues to work on homework while adult sits beside him with arm resting across the back of chair in which male is sitting.

[Evaluator's note: Although the male child had great difficulty in staying on task when only he and a female child were sitting at the table, when he was receiving one-on-one assistance from the female adult tutor, he worked with focus and interest.]

3:42 *Adult: Takes papers and shakes off erasing "crumbs."*

Male: "I'm left-handed. Everyone else in my family is right-handed."

[Evaluator's note: Both laugh and participate in repeated, relaxed, warm interactions. The male child made eye contact when talking about being left-handed. Others in the family are right-handed.]

The male child leaves for the playground.

Other examples of qualitative methods of program observation include:

- written reports by program staff, observers, or participants;
- evaluators' notes on interviews;
- examples of participant work;
- evaluators' notes describing participant work;
- tape recordings of interactions;
- videotapes of interactions;
- notes derived from videotapes or audiotapes;
- questionnaires, surveys, etc., returned by parents and/or participants;
- participant journal writing;
- staff journal writing; and
- evaluators' notes from on-site observation of program.

This list was adapted from Evaluating Educational Programs by Mitchell Lazarus.

The following examples illustrate the powerful meaning which can be communicated about a program through qualitative evaluation methods. The first two examples represent the viewpoint of high school tutors in a cross-age tutoring program. The next examples from written reports, verbal reports, and on-site observation represent the viewpoints of planners, coordinators, and evaluators of a variety of tutoring programs.

Examples:

"After meeting her family, I got a different perspective of my [child]. I understand the insolence she has toward school, why she might think everyone hates her, and why she can't stand up to her best friend, Donna.

I've learned so many different ways to get a point across, whether it is school work, friendship - love. It takes patience to somehow explain the 'unexplainable,' to build a friendship, but somehow we have, together." (Excerpt from a tutor's journal.)

"I used to think I would not be of help to Terri, but as the hour on Tuesdays goes by, I pick up on little things. 'I want to make an A or B for you,' she says. My next project is for Terri to say, 'I want to make an A or B for me!' But grades aren't all that is important. Terri needs the pride and security to believe she is worth something, that she has something to offer. It makes us both feel special to know that she looks forward to seeing me, and I look forward to seeing her.

Of course, there are the stories she tells, the battles in family court, whether our tutoring place will be changed because she is moving to a new school, the father in jail, the new boyfriend living with the family. I was completely shocked by these things at first, but now I don't bat an eyelash when Terri tells me she jumped out of her second story bedroom window. We like each other, we help each other, we love each other." (Excerpt from a tutor's journal.)

"One teacher commented there was a tremendous change after just one visit." (Statement from verbal report of program director.)

"In one class, three children were identified to receive tutoring. The teacher was sure at that time that two of the three children would be retained. Now there is a 60% chance, according to that same teacher, that all three children will be promoted.

All 30 of the children who participated in the summer program attended a basketball game at the High School. Twenty-three of the 30 had never been to an athletic event. I plan to have them attend the High School graduation this spring. There won't be a transportation problem because the High School has adopted this elementary school." (Statement from verbal report of program planner.)

"David can't wait to get home and show his homework to his mom. The Homework Site makes him feel special. Now his older brother who previously was unwilling to have a tutor says he is willing to be tutored." (Statement from interview with program coordinator.)

"On some days last week there were more than one tutor per child because of the heavy participation from college volunteers last week. We hope to keep some of these students as regular tutors every week." (Statement from County Youth Development Council member.)

Interviews. Interviews may be conducted with individual participants or with a group of selected participants in a group discussion called a focus group. In addition, interviewing may be formal, with a predetermined set of questions which are asked at a particular time and place by a specified interviewer, or informal, more as conversations among equals while participating in the program. The information is recorded as notes or with a tape recorder.

Examples of interview questions:
For the teacher —
Why do you recommend students for the tutoring program?
What kind of improvement, if any, have you seen in your students?
How could the tutoring program be improved?
For the child —
How has the tutoring program helped you?
What do you like the most about tutoring?
What do you like the least about tutoring?
For the parent —
What kinds of changes, if any, have you seen in your child since s/he started attending tutoring?
Does your child regularly talk about the tutor or the tutoring sessions?
For the tutor —
What kinds of things do you do with your student during a regular tutoring session?
What kinds of things do you discuss/talk about with your student?
What is the toughest thing about being a tutor?
If you could change one thing about your student, what would it be?

An evaluator who comes from outside the regular program staff, program staff, or a combination of an outside evaluator (usually less available and more costly but also more objective) and program staff (more available and less costly but also less objective), may be used to conduct the interviews and the observations. Participants who will be interviewed and/or observed may be preselected to be representative of all participants, may be randomly selected, or a particular segment of participants may be targeted for better understanding to improve services which are provided to that particular group of participants.

One question that is frequently raised about the use of qualitative methods is how the information gathered is analyzed. Qualitative evaluators use a variety of approaches, one of which is to attempt to categorize responses and generate a report about the major categories found. Another approach is to write a report describing the observations of the evaluator. Essentially, qualitative evaluation usually produces a written narrative report while quantitative evaluation produces more numerical data.

PART IV

How to Conduct a Quantitative Evaluation for a Tutoring Program

The following list identifies some of the materials and tools needed to conduct a quantitative evaluation of a tutoring program. Some evaluations will require more materials and tools than others, depending upon the particular evaluation needs of the program:

- notebook for recording data notes,
- computer with computer software or calculator,
- a research or statistic book,
- assessment instruments,
- forms for gathering data, and
- *Evaluation Guide for Tutoring Programs.*

A tutoring program needs to have clearly defined objectives before quantitative evaluation goals can be determined. Thinking about the changes the program is hoping to make in the children is helpful when trying to write objectives for the program. Objectives should be clearly written and realistic. For example, the objective ***students presently failing all subjects will have A's in every class by the end of the program*** would not be realistic because it would require a great amount of change beyond the capability of most children. A more realistic objective states ***at least 70 percent of the children who participate will improve in one or more subjects by one letter grade***. After objectives have been written for the program, it is much easier to write the evaluation goals and objectives.

Choosing the Information to Examine

Determining what kinds of information need to be examined will depend on the goals and objectives of the program being evaluated and on the evaluation goals. For a quantitative evaluation, it may be desirable to gather some specific information about participants in order to see if any generalizations can be drawn about certain groups of participants. For example, the following are types of information which could be used to make comparisons among participants in a cross-age tutoring program:

- sex,
- age,
- grade,
- ethnicity,
- eligibility for free or reduced lunch,

- type of family structure,
- school in which student is enrolled,
- eligibility for special education, and
- history of retention.

Evaluators may wish to determine if there are any similarities between similar groups of participants. Information that could be examined include number of days missed from school; number of days missed from tutoring; grades for all four marking periods (especially reading, math, and GPR); number of discipline referrals for all marking periods; pre and post ratings of self-esteem by parents, teachers, and participants; changes in standardized test scores; changes in behavior (homework, discipline, attitude) as noted by teachers; or changes in attitudes as measured by an attitude assessment instrument. (See the Appendix for an example of how to compute a GPR.)

The information listed above varies in how sensitive it is to the effects of the program. Differences in grades, attendance, and discipline referrals are more sensitive measures of program effects resulting from a one-year tutoring effort than are standardized achievement test scores.

Choosing the Evaluation Design

If the evaluation is to be only quantitative, there are several different evaluation designs. Each of the designs normally considered for evaluation studies will be discussed, including those which are useful and those which are not useful for evaluating a tutoring program. The reasons why a particular design is not useful for evaluation of a tutoring program will be discussed.

The first three designs discussed below utilize a control group. Often the realities of educational programs prevent the use of control groups. For example, a control group design poses an ethical dilemma for a proven, existing program. To choose not to serve a group of participants may not be ethical, especially if it is known that the participants will benefit from the services offered. However, for a pilot program, without proven effectiveness, the question of who will not receive services may not pose an ethical dilemma. In addition to the ethical reality, there may not be a treatment alternative available for a comparative study.

Pretest-posttest Control Group

The classic experimental design is the pretest-posttest control group design. It is highly acceptable as a design for evaluations because it provides the basis for comparing results, a requirement for meaningful interpretation. The use of a control or comparison group provides the best prospect of obtaining meaningful answers to evaluation questions (Wolf, 1990). This design involves having two groups of participants who are randomly selected. One group of participants receives the

services provided by the program while the control or comparison group receives no services or limited services. Random procedures are also used to determine which group receives the services provided by the program. Randomization insures that the groups are equal at the beginning.

Posttest Only Control Group

A second design often used by researchers, but not recommended for evaluation (Wolf, 1990), is the posttest only control group design. In order to use this design for evaluation, one must assume the learners knew nothing about what they were supposed to learn before the program began. By their very definition, this assumption cannot be made for tutoring programs. Therefore, the posttest only control group design is not recommended for tutoring programs.

Nonequivalent Control Group

Although the use of a control group and randomized selection is recommended and desirable for a quantitative evaluation, it is not absolutely necessary when conducting an evaluation of a tutoring program. It is acceptable to use other designs. For example, the nonequivalent contrast group design is identical to the pretest-posttest control group design in all respects except for the absence of random assignments of participants to groups. In order to use this design, the evaluator must perform some additional analysis to determine that the group used for comparison and the group receiving the services are equivalent. Pretest data and other descriptive information about the two groups such as age, sex, socioeconomic status, previous school performance, and scholastic ability will be needed to establish equivalency (Wolf, 1990).

Single Group Pretest-posttest

The single group pretest-posttest design involves identifying a group, pretesting its members, exposing them to the tutoring program, and testing them again. The difference between the pretest and the posttest measures is intended to measure the effects of the tutoring program. However, there may be a number of alternative explanations, other than the effects of the tutoring program, which could explain the differences in pretest and posttest scores. In order to use this design, the evaluator must use logic and judgement to systematically eliminate each competing alternative explanation. In order to use logic and judgement to systematically eliminate each competing alternative explanation, the evaluator must have sufficient knowledge about the particular situation surrounding the tutoring program. The evaluator must spend a considerable amount of time in the situation, or have access to those who do, in order to acquire the necessary knowledge to deal with competing explanations (Wolf, 1990).

Case Study

The one-shot case study can be used for evaluating tryouts of a part of the tutoring program to get an initial estimate of how particular learning experiences or materials are working. It may also be used when it can be assumed that learners have very little or no knowledge when they enter the tutoring program, and it is not possible to have

a comparison group (Wolf, 1990). Since the chief requirements for use of this design are (a) novel and specialized subject matter and (b) learners without proficiency in the subject, it is not likely that it can be used for many tutoring programs.

Interrupted Time-Series

The interrupted time-series design is useful if the tutoring program is introduced to all students at once. Data are obtained on a regular basis, before the initiation of the program, during the program, and after the program has ended (if applicable). Existing records such as standardized test scores, average daily attendance rates, discipline referrals and grades are examples of information that could be gathered on a regular and routine basis and used to estimate the effects of the introduction of a tutoring program.

Choosing the Participants and Obtaining Informed Consent

Once the design has been selected, how the participants will be selected must be determined. If the group is small, then all participants may be selected. However, if the group is large and resources available for evaluation are small, then random selection of participants (usually 10-20 % of the total group) for data collection is usually the best selection process to use because it eliminates bias.

If both a control and a treatment group are to be selected, then assignment to these two groups should also be random. One method to randomly assign participants to one of two groups is to put all of the names of participants in a hat, draw the name of a participant from the hat, record the name drawn, replace the participant's name in the hat, and continue drawing and recording each new name drawn until half of the participants have their names recorded. This procedure of replacing the participant's name in the hat even after it has been drawn and recorded insures that every participant has an equal opportunity of being drawn from the hat.

After participants are selected, obtain informed consent signatures from parents or guardians of the children. The informed consent statements should be kept on file in a secure place. An example of an informed consent statement for a tutoring program is included in the Appendix.

Data Collection

Much of the useful quantitative data for tutoring programs may already be available from school records. Most schools keep records of daily attendance, retention, grades, and discipline referrals. Many schools will even be able to access this information for a specific list of students who might participate in a tutoring program. The school counselor would probably be the first contact to make to acquire the information described above.

Remember to remove all names from materials and replace them with code numbers as soon as possible. This is necessary to protect the confidentiality of the students. Forms and/or charts help condense collected data before entering the data into the computer. Samples of forms which may be used as presented or adapted for use are included in the Appendix.

Schools may not compute a grade point average for elementary and middle school students. Directions for making this computation are included in the Appendix.

Instruments

Some information will need to be obtained through surveys of participants, parents, teachers, and tutors. In this case, specific survey instruments may need to be adapted or developed. Examples of survey instruments are included in the Appendix.

Evaluators should plan enough time when ordering or developing needed assessment instruments to field-test the instruments. To field-test the instruments, the evaluator should ask a group of persons similar to those participating in the evaluation to complete the instuments. Revisions of the instruments should be based on the responses to this field test and on interviews with several of the field test respondents.

A quantitative evaluation may require using standardized or other instruments to assess participants. **The type of instrument needed will depend upon what will be evaluated**. Depending on the goals and objectives of the specific program, some tutoring programs may use achievement tests while others may decide to evaluate self-esteem. However, the instruments must be selected or developed before they can be given to the participants in the evaluation. The following factors need to be considered when selecting an assessment instrument:

- validity,
- reliability,
- cost,
- scoring and administration procedures of the instruments,
- age group for which the instrument is intended,
- amount of time that it will take in order to locate and order the instrument,
- if the instrument truly measures what the program is attempting to measure, and
- any special considerations of the population being tested.

Since many tutoring programs identify increased self-esteem as a program objective, measuring the self-esteem of students involved in tutoring programs is a common component of many evaluations conducted of tutoring programs. One of the most effective ways to measure self-esteem is to ask parents, teachers, and the child to rate the child's self-esteem.

Examples:

For parents: *On a scale of 1-4 with 4 being highest, how would you rate your child's self-esteem?*

For students: *What kind of learner are you?*
___a very good learner
___pretty good learner
___not so good learner
___very bad learner

In addition, there are quite a number of assessment instruments which have been developed to measure self-esteem. A section describing self-esteem tests that are available for elementary and high school students has been included in the Appendix. The list does not contain every existing self-esteem test or inventory, but it does provide an overview of what is available. The list was adapted from tests indexed in *Tests in Print III* (Mitchell, 1983). Although an assessment of self-esteem by one of the instuments described in the Appendix may be desirable, obtaining a rating by the child's parent(s) and/or the child's teacher may be more feasible. A parent's rating has the highest correlation with assessed self-esteem scores of children, followed by ratings of teachers.

Assessment Conditions

In addition to selecting the appropriate assessment instruments, evaluators must consider the conditions under which assessments will be made. Conditions under which participants are assessed should be as uniform as possible. The day and times that the instruments will be administered to participants may also have an influence. For example, giving participants a test on Halloween would probably not be a good idea because many participants have difficulty concentrating on this day. Other important conditions to consider include a quiet room, making sure participants have the appropriate materials to complete the assessment, and ensuring that the temperature of the room is adequate for the needs of those being assessed. Reading questions to all participants ensures that no participant is handicapped by not being able to read. A special answer sheet with larger print may also be helpful for some younger children.

The test manual will list additional conditions to ensure the validity of the test being administered. It is a good idea to hold a training session for all of those who will be administering a test so they will be certain of the conditions necessary for giving the test.

Scheduling Data Collection

After developing or designing the assessment instruments, collect the data. A schedule for data collection will be helpful in planning for the method of collection and for organization of information that is collected. Evaluations of a tutoring program may require giving a test before the treatment starts (pre) and after the

treatment (post) to see if a significant difference has occurred. It is desirable to administer the test before the treatment begins, but it is acceptable to administer the test after the treatment has begun as long as it is soon after the treatment has begun. Likewise, it is desirable to administer the posttest right before the treatment is scheduled to stop or right after the treatment has stopped. If the treatment happens to be an ongoing one, the evaluators must decide at what intervals the students will be assessed.

Data Analysis

There are different methods available for analyzing the data collected from evaluations. Most tutoring programs may need only a calculator to compute averages or percentages. If available, computers and commercial software packages may assist with the analysis. Software packages provide statistical analysis as well as visual information such as pie graphs and line graphs. For example, spreadsheets provide for easy data entry and allow evaluators to graph data and do statistical calculations. Spreadsheet programs can also incorporate data created by other programs and send data to other programs. Other statistical software packages require statistical understanding and programming skills. However, some of the programs are menu-driven and easy to use. The Appendix contains a representative list of names and addresses of companies that have either spread sheet programs or statistical software programs.

PART V

Reporting the Evaluation Findings

The most common way of reporting the evaluation findings is through the use of both narrative and visual information. The main purpose of the report should be to organize all the gathered information, data analysis, and findings for use in making recommendations. The final report also needs to be comprehensive and written in a simple format so that audiences can easily obtain from it the information they need.

The evaluation findings should be prepared in both written and oral formats. The oral format is particularly important for showing worthiness to obtain additional funding and for recruiting volunteers. An oral presentation should be prepared to include photographs, videotapes, slides, graphs, and excerpts from journals. A well-balanced presentation will reach both the mind and the heart of the audience.

A suggested format for organizing the evaluation report (Indian Education Update, 1991) is presented below.

A. Introduction
   The introduction should give an overview of what will be presented in the report and the purposes of the evaluation.

B. Description
   A description of the program and its goals and objectives should be discussed in this section.

C. Procedures
   This section should give a description of the evaluation methods used in measuring the objectives of the program. Specifically, this section should include a discussion of the sources of data used, the methods used for collecting the data, the individuals involved in collecting the data, the validity and reliability of gathered data, and the accuracy of information obtained.

D. Findings
   A presentation of the analysis of all the data gathered is the main focus of this section. Graphs and tables are often an excellent way to present and clarify the information gathered from the evaluation. A narrative section should describe the data that was collected, the results of the analysis, and the extent to which the objectives of the program were met.

E. Summary of Findings and Recommendations
   The final section of the evaluation report is a summary of the evaluation results regarding which objectives were met and which were not. Recommendations for improving the program and for attaining unmet objectives should be included. This section might also contain suggestions for additional program objectives based upon the evaluation findings.

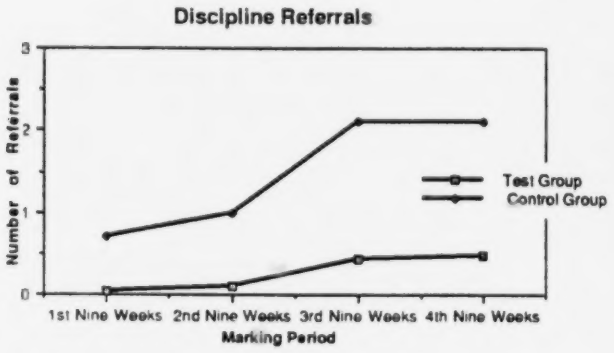
Once the evaluation has provided data and information about the program, decisions can be made about changes in the program. Evaluation does not always show a need for change, but most evaluations do uncover specific areas that could use improvement.

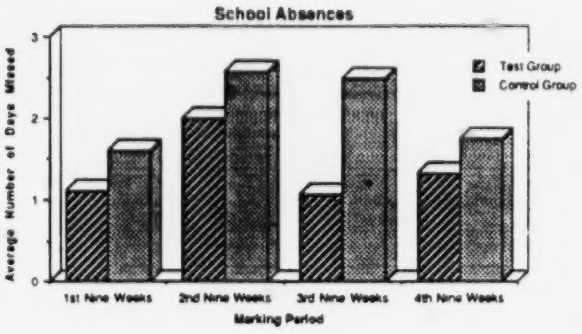
Before the changes are made, the reasons why and the data supporting the need for a change should be presented to those involved in making decisions about changes. Based upon evaluation findings, rewrite goals and objectives to address the areas in which the program needs improvement. Set up additional methods for evaluating the changes that are made in the program.

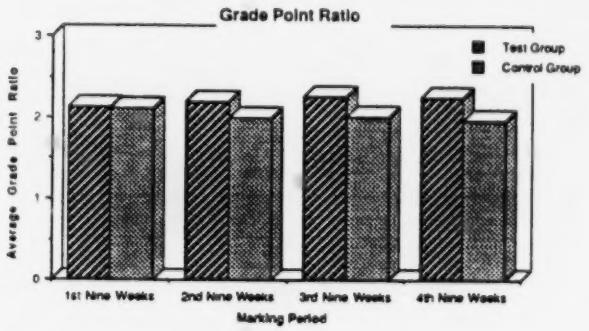
Example:

The results of one tutoring program evaluation showed the overall reading grades of students improved, but the overall math grades went down. Tutors had been given more training in helping students improve their reading than in improving their math. Additionally, tutors were not aware of the need to review basic math facts with their tutees. Because of this finding, the training for the tutors was changed and the emphasis given to math and reading was equalized. Additional objectives were written to integrate more math into the tutoring sessions.

Graphs and tables are often an excellent way to present and clarify the information gathered from the evaluation.







PART VI

Plan for Future Evaluation

The next step is to plan for future evaluation. Evaluating educational programs should be an ongoing process, both formally and informally. Conduct a critique of the evaluation, particularly its strengths and weaknesses. Critiques often help pinpoint additional areas that need to be emphasized. When critiquing an evaluation the following questions are helpful:

- Did the evaluation gather all the data necessary?
- Did the evaluation look at all the variables needed to make decisions about the program?
- Was the data collected in an organized and ethical manner?
- Was the analysis of the data sufficient for the needs of the program?
- Did the evaluation provide enough information to allow the program to grow?
- Did the evaluation provide information to determine if goals and objectives were met?
- Did the evaluation provide a framework on which to base additional evaluations?

PART VII

Conclusion

The advantages of ongoing evaluation of an educational program far outweigh the disadvantages. In addition to providing feedback for improving the program, evaluation also provides programs with opportunities to show how they are achieving their goals, what they are doing to improve the lives of the students they are serving, what they are doing for the community, and why they are worthy of receiving additional funding and the contributions of volunteers.

A combination of both qualitative and quantitative research methods is usually the best approach because both methods uncover useful information. Quantitative methods present numerical data. Qualitative methods, however, present richer information about the program and the people involved in it and try to represent the viewpoint of the participants. Both methods are important in order to get a holistic view of the program.

The following table presents a summary of the minimal essential components of a tutoring program evaluation. It also distinguishes those components which would be easy and more difficult to add.

Basic & Essential	Easy to Add	More Difficult to Add
Tutoring Attendance Logs	School Attendance Records	School Attitude Survey
Grades	Discipline Referrals	Specific Skill Assessments
Homework Behavior	Self-Esteem Ratings	Assessment of Tutor/ Tutee Relationship
Scheduled observation of interactions between Tutor/Tutee	Journal Entries of Tutor/Tutee	Questionnaires & Surveys
Anecdotal records & quotes of Tutor, Tutee, Parents & Teachers	Focus group of Tutors	
Examples of participant's work	Videos	
Pictures	Interviews	
Slides		

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Teacher's Survey 42

Parent's Informed Consent Form 43

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SELF-ESTEEM TESTS

Coopersmith Self-Esteem Inventories
Stanley Coopersmith Consulting Psychologists Press, Inc. (1981)

There are two versions of this test–the school form and the adult form. The school form is intended for ages 8-15 while the adult form is for ages 16 and above. Scores derived from the test include: general self-subscale score, social self-peers subscale score, home-parents subscale score, school-academic subscale score, total self-score, and the lie scale score.

Culture-Free Self Esteem Inventories for Children and Adults
James Battle; Special Child Publications (1981)

There are three different forms of this test. Form A, that contains sixty items, is for grades 3-9 and yields six scores: general, social/peer related, academics/school related, parents/home related, lie, and total score. Form B contains thirty items derived from form A. The adult form, Form AD, contains forty items and yields five scores: general, social, personal, lie, and a total score.

Dimensions of Self-Concept
William B. Michael and Robert A. Smith, Los Angeles Unified School District (1977-78)

The first level of this test is for grades 4-6, and the second level is for grades 7-12. It is a self-report instrument that yields five factor scales: level of aspiration, anxiety, academic interest and satisfaction, leadership and initiative, and identification vs. alienation.

Inferred Self-Concept Scale
E.L. McDaniel, Western Psychological Services (1969-73).

This test intended for grades 1-6 involves ratings by teachers and counselors.

The Measurement of Self-Concept in Kindergarten Children
Lucienne Y. Levine and J. Clayton Lafferty; Research Concepts (1978)

This test for kindergarten children relies on a projective drawing technique that produces three scores: self-concept, non-self-concept, and discrepancy. The last forms of this test available were experimental ones.

Measures of Self-Concept
Instructional Objectives Exchange (1972)

This criterion-referenced test utilizes direct self-report, inferential self-report, and observation. Three levels are available: grades K-3, grades 4-6, and grades 7-12. The primary version (grades K-3) contains ten objectives: self-appraisal (has five objectives: comprehensive, peer, school, family, and general), television actors, the class play, parental approval, work posting, and perceived approval situation.

The intermediate version (grades 4-6) contains eleven objectives: self-appraisal (same as the primary version), what would you do, parental approval, the class play, how about you, work posting, and perceived approval situation.

The secondary version (grades 7-12) is made up of nine objectives: self-appraisal (same as above), what would you do, word choice, for all I know, and perceived approval situation.

The Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself)
Ellen V. Piers and Dale B. Harris; Counselor Recordings And Tests (1969)

Primary Self-Concept Inventory
Douglas G. Muller and Robert Leonetti; Teaching Resources Corporation (1973-74)

This test measures self-concept relevant to school success for grades kindergarten to grade six. Ten scores are derived from the test: personal self (physical size, emotional state, total), social self (peer acceptance, helpfulness, total), intellectual self (success, student self, total), and a total score.

Self-Concept Adjective Checklist
Alan J. Politte; Psychologists and Educators, Inc. (1971)

This test is intended for grades kindergarten to 8.

Self-Concept and Motivation Inventory: What Face Would You Wear?
George A. Farrah, Norman J. Milchus, and William Reitz; Person-O-Metrics, Inc. (1967-77)

There are three versions of this test: the preschool/kindergarten form, the early elementary form, and the later elementary form.

The preschool/kindergarten form is for ages 4-kindergarten. Three or four scores can be derived: goal and achievement needs, achievement investment, self-concept, and an optional total score.

The early elementary form for grades 1-3 produces four or five scores: motivation (goal and achievement needs, achievement investment), self-concept (role expectation, self-adequacy) and an optional total score.

The later elementary form is for grades 3-6 and produces 4-11 scores: the same part scores as for Early Elementary Form plus six optional scores of support climate scores (parents, teachers, peers and siblings, academic self, academic activity climate, school climate, and an optional total score.

The secondary form intended for grades 7-12 produces 4-20 scores: same part scores as for Early Elementary Form plus sixteen optional scores, sources of support climate (parents, teachers, peers, academic self, physical and social self, adults and counselors, academic activity climate, school climate), immediate-intrinsic orientation (evaluated competition, tasks and projects, discovery and creativity skills), fulfillment orientation (aspiration, cooperation and conformity, responsibility, acceptance and praise).

Self -Concept as a Learner Scale
Walter B. Waetjen, the Author (1967-72)

This test that is intended for grades 4-12 produces five scores: motivation, task orientation, problem solving, class membership, and a total score. No manual is available for this test.

Self-Esteem Questionnaire
James K. Hoffmeister; Test Analysis and Development Corporation (1971-76)

This test produces a self-esteem score and a self-other satisfaction score; it is intended for ages nine and over.

SELF (Self-Concept Evaluation of Location Form)
Richard E. Carney, Gil Spielberg, and Clifford W. Weedman; Carney, Weedman and Associates (1978-80)

This test for adolescents and adults contains fifteen scores: total positive self-concept, evaluation factor, potency factor, activity factor, self-concept inconsistency, between factor inconsistency, within factor inconsistency, inconsistency F ratio, total self-ideal self-incongruence, evaluation incongruence, potency incongruence, activity incongruence, between factors incongruence, within factor incongruence, and incongruence F ratio.

Tennessee Self Concept Scale
William H. Fitts, Counselor Recordings and Tests (1964-65)

There are two forms of this test intended for ages twelve and over.
The counseling form has 14 profiled scores: self-criticism, nine self-esteem scores (identity, self-satisfaction, behavior, physical self, moral-ethical self, personal self, family self, social self, and total), 3 variability of response scores (variation across the first 3 self-esteem scores, variation across the last 5 self-esteem scores, and total), and a distribution score.

The clinical and research form contains 29 profiled scores. The scores from the counseling form and then fifteen additional scores: response bias, net conflict, total conflict, 6 empirical scales (defensive positive, general maladjustment, psychosis, personality disorder, neurosis, personality integration), deviant signs, and 5 scores consisting of counts of each type of response made.

SPREADSHEET PROGRAMS

Boeing Calc
Company: Boeing Computer Services
Software and Education Products Group
PO Box 2346, M.S.
Seattle, WA 98124-0346

Lotus 1-2-3
Company: Lotus Development Corporation
55 Cambridge Parkway
Cambridge, MA 02142

Math Plan
Company: Word Perfect Corporation
288 West Center
Oren, UT 84057

Multiplan
Company: Microsoft Corporation
16011 N.E. 36th Way, Box 97017
Redmond, WA 98073

PFS Professional Plan
Company: Software Publishing Corporation
1901 Landings Drive
PO Box 7210
Mountain View, CA 94039

Quattro
Company: Borland International
4585 Scotts Valley Drive
Scotts Valley, CA 95066

SuperCalc 3
Company: Computer Associates
2195 Fortune Drive
San Jose, CA 95131

Super Calc 4
Company: Computer Associates
2195 Fortune Drive
San Jose, CA 95131

VP-Planner
Company: Paperback Software International
2830 Ninth Street
Berkeley, CA 94710

**This material was adapted from information included in the Appendix of Principles of Educational and Psychological Measurement and Evaluation by Gilbert Sax.*

STATISTICAL SOFTWARE PACKAGES

ABstat
Company: Anderson-Bell Corp.
South Pine Drive, Suite 411
Parker, CO 80134

BMPD
Company: BMPD Statistical Software, Inc.
1440 Sepulveda Blvd., Suite 316
Los Angeles, CA 90025

CRUNCH
Company: Crunch Software
5335 College Avenue, #27
Oakland, CA 94618

CSS-Complete Statistical System
Company: StatSoft
2832 East 10th St., #4
Tulsa, OK 74104

Dyna-Stat
Company: Dynamic Microsystems, Inc.
13003 Buccaneer Road
Silver Springs, MD 20904

Microstat II
Company: Ecosoft, Inc.
6413 North College Avenue
Indianapolis, IN 46220

Minitab
Company: Minitab, Inc.
3081 Enterprise Drive
State College, PA 16801

NWA Statpak
Company: Northwest Analytical, Inc.
520 N.W. Davis Street
Portland, OR 97209

PC Statistician
Company: Human Systems Dynamics
9010 Reseda Road, Suite 222
Northridge, CA 91324

SAS
Company: SAS Institute, Inc.
Box 8000, SAS Circle
Cary, NC 27511

SPSSx and SPSS PC+
Company: SPSS, Inc.
444 N. Michigan Avenue
Chicago, IL 60611

Stat 1-A Statistical Toolbox
Company: Sugar Mill Software Corp.
1180 Kika Place
Kailua, Hawaii 96734

STATA
Company: Computing Resource Center
10801 National Blvd., 3rd Floor
Los Angeles, CA 90064

Stagraphics
Company: STSC, Inc.
2115 E. Jefferson Street
Rockvillle, MD 20852

StatPac Gold
Company: Walonick Associates
6500 Nicollet Avenue South
Minneapolis, MN 55423

StatPlan III
Company: The Futures Group
76 Eastern Blvd.
Glastonbury, CN 06033

Statpro
Company: Penton Software, Inc.
420 Lexington Avenue, Suite 2846
New York, NY 10017

Systat
Company: Systat, Inc.
2902 Central Street
Evanston, IL 60201

CHECKLIST OF STEPS TO GUIDE THE EVALUATION PROCESS

_____ Determine evaluation goals.
- ____ discuss goals and objectives of program
- ____ determine what questions the evaluation is attempting to answer
- ____ establish goals for evaluation

_____ Develop an evaluation plan and outline the requirements of the evaluation.
- ____ determine student identification variables
- ____ determine measurable variables to be examined
- ____ determine what documentation is needed to answer each evaluation question
- ____ determine who and how the data will be collected

_____ Determine how the evaluation will be structured and select the students that will participate in the evaluation.
- ____ select the qualitative methods which will be used
- ____ select the design of the evaluation
- ____ select students that will participate in the evaluation

_____ Secure permission for students to participate in the evaluation.
- ____ develop forms for parents to sign
- ____ collect signed forms and verify that all parents have given their consent

_____ Determine what questions will be answered with interviews or focus groups, when the interviews or focus groups will take place and who will be interviewed or participate in the focus group.

_____ Select or develop the needed assessment instruments.
- ____ research assessment instruments that are available for your purpose
- ____ select or develop the assessment instruments that will be used
- ____ develop a timetable for when pre- and posttests will be administered
- ____ plan for testing conditions and for any special provisions

_____ Collect the data.
- ____ Develop or select forms that will be used to collect data
- ____ assign codes to students and remove all names from documents
- ____ gather qualitative and quantitative data

_____ Analyze the evaluation data.
- ____ determine how data will be analyzed
- ____ analyze both quantitative and qualitative data

_____ Report the evaluation findings.
- ____ prepare a narrative report containing the results of the evaluations
- ____ prepare visual information such as graphs, etc.
- ____ analyze both quantitative and qualitative data

____ Apply evaluation findings.
- ____ discuss evaluation results
- ____ formulate plans for necessary program changes

_____ Critique evaluation and make plans for future evaluation.
- ____ determine strengths and weaknesses of evaluation
- ____ map out plans for further evaluation

_____ Disseminate the results of the evaluation.

TESTING CONDITIONS CHECKLIST

_____ room temperature and room arrangements are comfortable for students

_____ test administrators are knowledgeable about the test they are administering

_____ test administrators are aware of any special conditions for the testing or special conditions of students

_____ necessary testing materials are provided in the rooms

_____ special needs of testers have been considered and accommodations have been made for any of them

_____ no special events are planned for the days on which testing is scheduled

_____ students have been given the necessary information they need to effectively take the test

_____ the pre- and posttesting dates were chosen in consideration of the program beginning and termination dates

PARENT'S SURVEY FOR TUTORING PROGRAM EVALUATION

1. What three words would you use to describe the tutoring program in which your child is involved?

   _____ _____ _____

2. What kinds of changes, if any, have you seen in your child since s/he started attending tutoring?

3. What is the thing that you like the most about the tutoring program?

4. What is the thing you like the least about the tutoring program?

5. Please check the areas in which you feel the tutoring has helped your child.
   _____ Grades
   _____ How your child feels about himself (self-esteem)
   _____ Behavior at school
   _____ Behavior at home
   _____ Attendance
   _____ Attitude towards school
   _____ Other - Please Explain

6. Does your child regularly talk about the tutor or the tutoring sessions?
   Yes _____ No _____

   If yes, what are some of the things s/he discusses with you about the tutoring sessions?

7. Please list and describe any comments and changes that you have for improving the tutoring program.

Thank you for taking the time to complete this survey.

SURVEY FOR TUTORS

1. How do you think the tutoring program has helped the student you tutor?

2. Please list and describe any changes you have noted in the student since the beginning of the tutoring program.

3. What kinds of things do you do with your student during a regular tutoring session?

4. What kinds of things do you discuss/talk about with your student?

5. How is the tutoring different than you expected?

6. What do you think makes you a good tutor?

7. What is the toughest thing about being a tutor?

8. How does tutoring help you?

9. If you could change one thing about your student, what would it be?

10. Please list and describe any comments and suggestions you might have for improving the tutoring program.

Thank you for taking the time to complete this survey.

STUDENT SURVEY

1. Do you like coming to tutoring? Yes _____ No _____

2. What are some of the things you do at tutoring?

3. What do you like best about tutoring?

4. What do you talk about with your tutor?

5. Why do you come to tutoring?

6. Check the word that describes how you feel about school.

   _____ Fun _____ Easy _____ Boring _____ Hard

7. How does your tutor help you?

8. Check the word that describes how much help you feel your tutor is giving you.

   _____ a lot _____ some _____ a little _____ none

9. What would make tutoring better for you?

10. If you could change one thing about your tutor, what would that be?

Thank you for taking the time to answer the questions.

TEACHER'S SURVEY

1. Why do you recommend students for the tutoring program?
   - ____poor grades
   - ____low self-esteem
   - ____poor attendance
   - ____discipline problems
   - ____lack of support from home
   - ____needs help with homework
   - ____other (list)

2. Have you seen improvement in your students' performance in any of the following areas?
   - ____grades
   - ____discipline
   - ____behavior
   - ____attendance
   - ____self-esteem
   - ____attitude towards school
   - ____homework completion

3. In what way has the tutoring program been most helpful for the students you teach?

4. How could the tutoring program be improved?

5. Specifically, in what ways has the tutoring program helped you?

PARENT'S INFORMED CONSENT FORM

You are invited to participate in the evaluation of the _____Tutoring Program. The purpose of this evaluation is to determine how well the _____Tutoring Program is working from the points of view of parents and children. The final goal is to help improve the tutoring services delivered through the _____ Tutoring Program. If you agree to participate, you and your child will be asked to answer questions about the program. We have attached the questions you will be asked and the questions your child will be asked. Each parent and each child will be interviewed separately by a designated staff person from the program. The interviewer will be instructed to keep all of your answers confidential. Your participation in this evaluation is entirely voluntary. You have the right to withdraw your participation at any time up to the point it is no longer possible to identify the data you have provided to the evaluation.

PROCEDURE: You will be asked to complete the attached questionnaire and return it to the project director.

RISKS: There are no physical risks involved with this evaluation. If confidentiality is not preserved, your child's relationship with the tutor could become strained. To minimize this risk we have asked that neither you nor the person conducting the interview with you or with your child share information or discuss the information you provide. In addition, complete anonymity will be maintained in the evaluation report.

EXCLUSION CRITERIA: Participation is determined by randomized selection. Participation is voluntary. As such, there are no exclusion criteria.

BENEFITS: Participants will contribute to the improvement of services offered through the _____Tutoring program.

COSTS: There will be no costs to participate in the evaluation.

WITHDRAWAL: Participation in this evaluation is entirely voluntary. You may refuse to participate or you may withdraw from the evaluation at any time. This will involve no penalty to you or to your child.

CONFIDENTIALITY: Your identity and sensitive information will be maintained as confidential by the safeguards set up within the evaluation. The interviewer will be instructed not to discuss the answers provided by the children and parents with anyone.

QUESTIONS: For more information concerning this evaluation, you may contact the program director or the evaluator of the project:

_____ at _____
(Project Director) (telephone number)

or _____at _____.
(Project Evaluator) (telephone number)

Parent's initials _____ Date _____

Parent's Informed Consent Form

CONSENT:

I have been given an opportunity to ask questions about this evaluation; answers to such questions (if any) have been satisfactory. The information in the evaluation records will be kept confidential. My child's identity and my identity will be anonymous.

I agree to participate in the evaluation. I understand that the information obtained will be used for this evaluation only, that it will be treated confidentially and that no names or school names will be used in the final report.

1. I agree to complete the questionnaire for the Evaluation of _____ Tutoring Program.
2. I understand that the information obtained will be used for this evaluation only, that it will be treated confidentially and anonymously, and no identifying information will be used in the final report.
3. I agree to participate in a focus group discussion, if selected.
4. I agree to be interviewed, if selected.

Thank you for your help and cooperation. If you would like a copy of the evaluation report, please indicate below.

Parent's Signature _____ Date _____

Witness Signature _____ Date _____

HOW TO COMPUTE A GRADE POINT AVERAGE

To compute a grade point average for a student, use the following values for each letter grade:

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 0.0

Add all of the numbers and divide the total obtained by the number of grades earned by the student.
The resulting figure is the student's grade point average.

For example, suppose that Jason earns the following grades:

Reading	C	=	2
Math	D+	=	1
Social Studies	C	=	2
Science	B-	=	3
Total		=	8

What is Jason's grade point average? Divide 8 by 4. The answer is 2.0.

Evaluation Guide for Tutoring Programs© is a part of a series of dropout prevention research reports published by the National Dropout Prevention Center. Additional copies may be ordered. The Center has produced a variety of other products which can be helpful to those who work with youth in at-risk situations.

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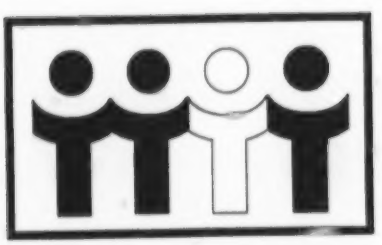

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